

# International Service & Higher Education: Toward a Vision for the Field

Symposium Summary  
CSD Report 11-19



March 30 - April 1, 2011  
Washington University in St. Louis

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International Service & Higher Education:  
Toward a Vision for the Field

Symposium Summary  
CSD Report 11-19

*By Amanda Moore McBride and Eric Mlyn*

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# International Service & Higher Education: Toward a Vision for the Field

## Symposium Summary

How do students learn the skills necessary to work with those who are different from themselves? How do they come to understand the global ramifications of local actions? How does higher education effectively educate students to be global citizens prepared to succeed in an increasingly globalized world? International volunteer service is an increasingly important approach for meeting these goals.

Faculty, administrators, students, and volunteer sending organizations convened at Washington University in St. Louis, March 30 to April 1, 2011, to discuss the status of international service in higher education and how to move the field forward. The symposium was sponsored by the Center for Social Development and the Gephardt Institute for Public Service at Washington University in St. Louis and DukeEngage of Duke University with the Brookings Institution, the Building Bridges Coalition, and ServiceWorld. More than 40 colleges and universities were represented as were more than 20 volunteer organizations.

International service takes different forms in the context of higher education, spanning course-based and non-course-based opportunities. Students may serve abroad in internships and individual and group projects. These programs may take place during the semester, over the summer, or during spring breaks. They may engage in study abroad, and while in country, seek a deeper immersion experience through service. Students may also receive credit through distinct international service-learning programs or may participate in programs where they do not earn credit.

International service is not discipline-specific; programs can be found in technical and non-technical areas and programs, from the humanities to schools of engineering, from the arts to the biological sciences. These diverse forms of service, which are found across the wide range of types of higher education institutions, pursue a wide variety of objectives and use different pedagogical approaches.

We know that the number of students from the United States involved in civic engagement abroad grow every year. This is part of two broader trends. The first is the increased globalization of American higher education; international service is but just one small part of this broader trend where U.S. universities are opening satellite campuses in Asia and the Middle East, creating partnerships and collaborations with institutions across the globe, and sending more of our students around the world while simultaneously enrolling increasing numbers of foreign students in U.S. institutions. The second trend is the increased number of U.S. citizens who volunteer abroad through government, faith based, and volunteer sending organization



*Former Peace Corps director Carol Bellamy discusses international service and global citizenship.*



programs (Lough, 2010). These two trends together serve to propel this work and underscore its importance.

## Main Themes

The purpose of the symposium was to advance knowledge, practice, and policy that supports effective international service implemented in the context of higher education. Noted leaders in the international service field, including former Peace Corps director, Carol Bellamy, addressed the participants. Ms. Bellamy charged us to consider the local, national, and international ramifications of international service. To her, international service is an applied experience that promotes individual development, which in turn can develop nations and enhance the relations between them.

Other symposium presenters highlighted key findings from their research and programs. Dr. Julie Hatcher from the Indiana University-Purdue University, Indianapolis, helped to ground the symposium by considering the diverse forms of international service in higher education, marking the line between credit and non-credit-bearing experiences. Dr. James Huck from Tulane University encouraged us to view international service as a cyclical, perhaps continuous experience, with learning about international issues beginning at home and then being applied at home after the service



*Eric Mlyn and Carolyn Kadel listen as Paul Arntson answers a participant's question.*

experience. Dr. Paul Arntson from Northwestern emphasized the demand-driven nature of international service that is focused on capacity building, warning against initiatives that may promote dependency by host country partners. Dr. Robbin Crabtree from Fairfield University also encouraged a cautious stance and awareness of the unintended and potentially negative consequences of student service. These and similar points were advanced through the more than 15 presentations and 13 breakout sessions on related topics.



*Robbin Crabtree explains a point to Adam Weinberg and Greg Van Kirk.*

## Implications for the Field

Momentum built throughout the two-day symposium, with participants expressing a widely shared view that no such forum currently exists to support the development and implementation of international service in higher education. Symposium discussion then led participants to draw implications for building the field. The implications can be grouped into two areas: creating a learning community across various stakeholders and developing research that advances policy and effective practice.

*Learning Community.* As for creating a learning community, participants asked that a conference be held regularly, perhaps every other year as a stand-alone, focused meeting on the field. Washington University, Duke

University, and the Building Bridges Coalition are currently exploring options for the next conference in spring 2013, and welcome potential co-sponsors. Participants asked that the next conference be more interactive and include workshops on particular topics. A general consensus was to expand representation across the breadth of higher education institutions as well as to thoughtfully and meaningfully integrate community partners' perspectives.

To connect stakeholders between the conferences, there was nearly unanimous support for development of an online learning community. Participants would like a range of resources available, including links to program and course descriptions, syllabi, and related resources that address the many legal, health, and safety issues that are crucial for program implementation. Campus Compact's website was cited as a model example. Additional online resources requested by a majority of participants include information on effective practices and a focused, annotated bibliography. A list-serve and/or electronic newsletter were cited as ways to create conversation and networking, also driving participants to the website.



*Amanda Moore McBride leads discussion on implications for research, practice, and policy.*

**Applied Research.** As for developing research, three possibilities were identified that could advance policy and effective practice. First,

the prevalence of international service on our college and university campuses is not known; it is not tracked. Much like study abroad is now tracked by institutions that choose to report their data to the Institute for International Education, we recommend that international service develop a similar mechanism.

Second, the relative and unique impacts of international service on students' development is hypothesized but little examined. We propose a study to assess the impacts of international service (credit and non-credit bearing) relative to study abroad with



*David Caprara discusses goals for after the symposium.*

no service component, domestic service only (credit and non-credit bearing), and students who engage in none of these experiences. As higher education is challenged to enhance the impacts of education on students' knowledge and skills, a study of this sort would generate information about service in higher education overall. Surveys such as those implemented by the Consortium on Financing Higher Education (COFHE) are a foundation to which representative questions could be added. Institutions that participate in COFHE could join their datasets to explore these questions about service across a subset of higher education institutions.

Third, the dearth of studies on host community impacts begs priority. The challenges in advancing community-focused research are logistical and practical. Community-based research is limited in its ability to isolate effects. Moreover, scale of service is required

to detect effects. Any one school likely does not have enough participants going to any one community to generate controlled, scaled effects. Partnering with a volunteer service organization, which in turn partners with host communities and places students, is a potential solution to these challenges. These volunteer service organizations work with multiple colleges and universities, sending many students into specific communities. Building on these local partnerships and at this larger scale, community-level impact studies become possible.



*Timothy Stanton and Julie Hatcher continue discussion between panel sessions.*

## Conclusion

The symposium was deemed an important moment for international service. The challenge will be to maintain momentum, continuing to expand and advance the field. At a time of retrenchment for support of higher education, the promise of the international service field to create 21<sup>st</sup> century global skills among students—while contributing to capacity building and development worldwide—deserves focus. As curricula and colleges and universities more broadly are increasingly internationalized, international service plays an important educational role. Tracking and assessing that role are priorities as is increasing access to information about the field to faculty, staff, and participating organizations as well as policymakers and the general public.



# Agenda

## Wednesday, March 30, 2011

### 4:00 pm **Opening Ceremony and Plenary** (Brown Lounge, Brown Hall)

*Welcome*, Provost Edward S. Macias, Washington University in St. Louis

*Introduction of Carol Bellamy*, Amanda Moore McBride, Washington University in St. Louis

*International Service and Global Citizenship*, co-sponsored by the Missouri Campus Compact

- Carol Bellamy, Chair of Education for All - Fast Track Initiative Board of Directors

### 5:30 pm **Reception** (Brown Lounge, Brown Hall)

### 6:00 pm **Dinner** (Holmes Lounge, Ridgley Hall)

*Welcome*, Chancellor Mark S. Wrighton

*The Brookings Institution-Washington University partnership for International Service*, Amanda Moore McBride, Washington University in St. Louis, and David Caprara, Brookings Institution

*Introduction of Rye Barcott*, Eric Mlyn, Duke University

*Research to Action: The Carolina for Kibera Story*

- Rye Barcott, Author of *It Happened on the Way to War: A Marine's Path to Peace* and co-founder of Carolina for Kibera

## Thursday, March 31, 2011

*All events are at the Knight Center, and all panel discussions are in Room 200 unless noted otherwise.*

### 7:30 am **Continental Breakfast** (O'Donnell Lounge)

### 8:00 am **Welcome and Introductions**

Amanda Moore McBride, Washington University in St. Louis

Steven Rosenthal, Building Bridges Coalition and Cross-Cultural Solutions

Eric Mlyn, Duke University

### 8:30 am ***The Diverse Models of International Service in Higher Education***

This session will ground the symposium in the range of international volunteer service models in higher education, including gap year programs, alternative breaks, non-credit bearing international service, and international service learning.

Moderator: Julie Hatcher, Indiana University-Purdue University, Indianapolis

Panelists:

- John Luria, Princeton University, *Bridging the Gap: Establishing a University Sponsored Bridge Year Program*



- Timothy Stanton, Stanford University, *Community Engaged Scholarship as International Service: Academically-based Service-Learning and Research in Cape Town, South Africa* (co-authored with Janice McMillan)
- Rachel Tomas Morgan, University of Notre Dame, *International Summer Service Learning in a Faith Based Context*
- Jill Piacitelli, Break Away, *Increasing Impact through Alternative Break Compacts* (co-authored with Shoshanna Sumka, American University; Melody Porter, The College of William and Mary; Molly Barwick, Indiana University; Joanne Dennis, Loyola Marymount; Elizabeth Doerr, University of Maryland)
- John Halder, Community Colleges for International Development, *A Community College Case Study*

10:30 am **Break**

11:00 am ***From Preparation to Follow-on: The Role of Education in International Service***

This session will address the pedagogical foundation for international service, from orientation, training, and academic coursework to the facilitation of application and career planning following the experience.

Moderator: Amanda Moore McBride, Washington University in St. Louis

Panelists:

- James Huck, Tulane University, *International Service in the Formulation of a Local-Global-Local Pedagogy for a Latin American Area Studies Curriculum*
- Alma Blount, Duke University, *Reading Context: The Leadership Art of Reflective Practice*
- Nicholas Longo, Providence College, *Going Global: Re-Framing Service-Learning in an Interconnected World* (co-authored with Nuria Alonso Garcia)

12:30 pm **Lunch and Plenary** (Anheuser Busch Dining Hall, Knight Center Second Floor)

***Assessing Impacts on Students: Learning from the GLOSSARI Project***

Scholars who led the GLOSSARI project will present on the development, implementation, and findings from the research project. GLOSSARI was implemented across the Georgia higher education system to assess the longitudinal impacts of study abroad. This project will inform the development of research to assess the longitudinal and relative impacts of international service.

- Donald Rubin, University of Georgia Center for Health & Risk Communication

2:30 pm ***Levers for Scalable and Sustainable International Service in Higher Education***

This session will focus on arrangements that may promote sustainable international service programs at a large scale. Partnership development will be a focus as will strategies for promotion of inclusion across diverse students.

Moderator: Eric Mlyn, Duke University

Panelists:

- Paul Arntson, Northwestern University, *Beyond Sustainability: Building Resilience and Regeneration for Both Participants and Partners* (co-authored with Nicole Patel)

- Carolyn Kadel, Johnson County Community College, *Twelve Years and 300 Students Later: A Partnership that Works*
- Thomas Winston Morgan, International Partnership for Service Learning and Leadership, *Capacity and Alignment: Using Web-Based Interactive Technology to Grow International Service-Learning Programs*

4:00 pm **Small group discussions organized by issue area (O'Donnell Lounge and Room 211)**

6:00 pm **Reception, Dinner, and Policy Plenary (Anheuser Busch Dining Hall)**

Co-sponsored by the St. Louis Peace Corps Association

Welcome to Washington University in St. Louis, Dean Edward F. Lawlor, Brown School

Presentation of the Global Stewardship Awards to Dr. Patricia Wolff of Meds and Food for Kids and Senator Christopher S. "Kit" Bond

- Mike Murray and Linda Locke, St. Louis Peace Corps Association

50th Anniversary Celebration of the Peace Corps

- Kevin Quigley, President, National Peace Corps Association

## Friday, April 1, 2011

7:30 am **Continental Breakfast (O'Donnell Lounge)**

8:30 am ***The Impacts of International Service on Students and Hosting and Sending Communities***

This session will summarize the status of research on the impacts of international service on students and hosting and sending communities. A special emphasis will be placed on specific course and program features that may maximize impact.

Moderator: Adam Weinberg, World Learning

Panelists:

- Margaret S. Sherraden, University of Missouri-St. Louis and Washington University in St. Louis, *Students Serving Abroad: A Framework for Inquiry* (co-authored with Benjamin J. Lough)
- Robbin Crabtree, Fairfield University, *First Do No Harm: Intended and Unintended Consequences in International Service Learning*
- Greg Van Kirk, Social Entrepreneur Corps, *Social Entrepreneur Corps: Educating through Impact*

10:30 am **Break**

10:45 am ***Advancing a Research, Practice, and Policy Agenda for International Service in Higher Education***

Rapporteurs Amanda Moore McBride, Eric Mlyn, and David Caprara will facilitate a symposium-wide discussion on implications for research, practice, and policy. Actionable goals will be developed that can be advanced following the symposium.

12:00 pm **Symposium Concludes**

# Small Group Discussions

There will be two small group discussion sessions of 45 minutes each. All sessions will be offered twice. Please attend any two sessions of your choice.

## Sessions in O'Donnell Lounge:

1. *Study Abroad and International Service: Toward a New Partnership*
  - Chair: Priscilla Stone, Washington University in St. Louis
2. *Pressing Needs at Home: International versus Local Service*
  - Chair: Kathy O'Byrne, UCLA
3. *Supporting the Learning in Co-Curricular, Student-led International Service*
  - Chair: Stephanie Kurtzman, Washington University in St. Louis
4. *Critical Reflection and Integration*
  - Chairs: Jennifer Harpring, Washington University in St. Louis and Cloe Liparini, Duke University
5. *Working with Community Partners: Starting, Maintaining, and Sun-setting Relationships*
  - Chair: Melody Porter, William and Mary College
6. *Using Outside Providers or In-House Partnerships*
  - Chair: Inga Peterson, Duke University
7. *Liability and Legal Considerations for International Service*
  - Chair: Nicole Patel, Northwestern University

## Sessions in Room 211:

8. *The Financial Costs of International Service: Raising and Spending Resources*
  - Chair: Annie Kao, Duke University
9. *Post-Graduate Education and Career Pathways: How Students Apply their International Service Experiences*
  - Chair: Jody Olson, University of Maryland
10. *Bringing the World Back Home: Connecting Returned Volunteers to their Sending Communities*
  - Chairs: Kevin Quigley, National Peace Corps Association, and Adam Weinberg, World Learning, and both co-chairs of the BBC "Bringing Back" sub-committee
11. *Evaluating Impacts*
  - Chair: Benjamin J. Lough, Washington University in St. Louis
12. *Building the Field of International Service in Higher Education: Integrating into Existing Associations and/or Starting New Ones?*
  - Chair: Bill Nolting, University of Michigan

# Speaker Biographies

## Paul Arntson

Professor Paul Arntson teaches in the Certificate for Civic Engagement Program at Northwestern University, and in the University's flagship international experiential education program the Global Engagement Summer Institute, where he works with groups of students in Africa, India, and Latin America each summer. He recently helped establish the Center for Civic Engagement at Northwestern University, and was the founding Director of Northwestern University's Undergraduate Leadership Program and the founding Coordinator of Northwestern University's Public Interest Program, which places graduating seniors in public interest fellowships each year. Professor Arntson's research focuses on leadership and decision making. He has conducted research and training programs in British, Australian, and American primary care contexts, with self help groups, and with neighborhood associations in order to improve citizens' decision making competencies concerning their health and the well-being of their communities. Professor Arntson received his PhD from the University of Wisconsin in Communication Arts with a minor in Educational Psychology. He is on the faculty of the Asset Based Community Development Institute at the Institute for Policy Research and a Fellow at the Center for Communication and Medicine at the Northwestern University Feinberg School of Medicine. He works with leadership and community engagement organizations in Evanston, Chicago, and around the world.



## Rye Barcott

Rye Barcott, author of *It Happened on the Way to War*, co-founded the non-governmental organization Carolina for Kibera (CFK) with Salim Mohamed and Tabitha Atieno Festo while he was an undergraduate at the University of North Carolina at Chapel Hill. After graduation, he served in the U.S. Marine Corps for five years, deploying to Iraq, Bosnia, and the Horn of Africa. Barcott earned master's degrees in business and public administration from Harvard University, where he was a Reynolds Social Entrepreneurship Fellow, a George Leadership Fellow, and a member of the Harvard Endowment's Advisory Committee on Shareholder Responsibility. In 2006, ABC World News named then Captain Barcott a 'Person of the Year' for his dual service to Kibera and the Marine Corps. In 2009, he joined the inaugural class of TED Fellows. He currently works in the Sustainability Office at Duke Energy in Charlotte, North Carolina, where he lives with his wife and daughter.



## Carol Bellamy

Carol Bellamy presently serves as the Chair of the Education for All - Fast Track Initiative (EFA/FTI) Board of Directors. Since its creation in 2002, EFA/FTI has grown to become a dynamic global partnership endorsing the education sector plans of 43 developing countries around the world and granting approximately \$2 billion in support of these strategies. Prior to this, Ms. Bellamy served as President and CEO of World Learning, a private, non-profit organization promoting international understanding through education and development in over 70 countries, and as the Executive Director of UNICEF, the children's agency of the United Nations. She was also the first former volunteer to become Director of the Peace Corps. Ms. Bellamy was named one of Forbes magazine's 100 Most Powerful Women in the World in 2004, and received the Légion d'Honneur from the Government of France in 2009.





## Alma Blount



Alma Blount has been the Director of the Hart Leadership Program at Duke University for the past decade, and has taught at Duke since 1994. She also serves as Director of Service Opportunities in Leadership (SOL), an intensive, year-long leadership program for undergraduates that includes academic study, community-based research, critical reflection, and mentoring. As a Lecturer in the Sanford School of Public Policy, she teaches courses about civic participation and politics, systems thinking and problem-solving work in organizations, and adaptive leadership. She has been a consultant for numerous non-profit and public sector groups across North Carolina on issues of organizational development and project design. Professor Blount has an MDiv degree from Harvard University and a BA in journalism from the University of North Carolina at Chapel Hill. At Harvard, she served on the teaching team for Ronald Heifetz's adaptive leadership course in the Kennedy School of Government.

## David Caprara



David L. Caprara serves as Director and Nonresident Fellow overseeing The Brookings Institution Initiative on International Volunteering and Service. He formerly directed Faith-Based and Community Initiatives at the US Corporation for National and Community Service in Washington, DC and served as National Director of Volunteers in Service to America (VISTA). Prior to that he served as Deputy Assistant Secretary at the U.S. Department of Housing and Urban Development with then Secretary Jack Kemp. He co-founded the International Roundtable on Volunteering and Service and has travelled extensively promoting interfaith and service initiatives in the Middle East, Africa, Latin America, and Asia.

## Robbin Crabtree



Robbin D. Crabtree (PhD, University of Minnesota, 1992) is Dean of the College of Arts and Sciences at Fairfield University and a Professor in Fairfield's Communication Department, which she chaired from 2001 to 2007. Previously, she served as the inaugural Director of the Office of Service Learning at Fairfield. Robbin has taught courses in international and intercultural communication, media studies, and public argument. Her research agenda emphasizes development communication, including the role of media in the revolutionary processes of Nicaragua, El Salvador, and Cuba, as well as the changing configurations of mass media in India within the larger processes of globalization. Another strand of her research relates to service-learning theory and practice in the field of communication. Robbin's work, which combines historical, critical, feminist, ethnographic, and community-based research approaches, has been widely published. In addition to her teaching and scholarship, Robbin works

extensively with non-profit agencies in activism, consulting, and community-based action research efforts. Previously, she served on the board of directors of Bridges to Community, Inc., a cross-cultural education, service, and development NGO based in New York, through which she also led trips combining consciousness-raising, cultural exchange, and collaborative service work for students and the general public to Nicaragua and Kenya.

## John Halder

John Halder is President of J. Halder Consulting, LLC, and Global Outreach Consultant with Community Colleges for International Development (CCID). While Halder was the CCID President and Executive Director, he grew CCID from 80 colleges to 170, strengthened CCID global membership from 5 non-US colleges to over 30, and managed international projects with Ministries of Education in the Republic of Georgia, Guyana, Thailand, Trinidad and Tobago, and other countries. Halder continues to assist with increasing CCID's presence in global regions and remains fully engaged and committed to pursuing and promoting community college and a workforce training model around the globe. In addition, Halder currently serves as an Advisor to the Bretton Woods Committee, as Co-chair of the Higher Education Task Force at the U.S. Center for Citizen Diplomacy, and has been appointed by the U.S. Department of Education to the Danish-U.S. Bilateral Commission.



## Julie A. Hatcher

Julie A. Hatcher is Associate Professor of Philanthropic Studies in the School of Liberal Arts at Indiana University-Purdue University, Indianapolis (IUPUI). Currently, she is the Director of Undergraduate Programs for the Center on Philanthropy and a Senior Scholar with the Center for Service and Learning. Her research focuses on civic learning outcomes, civic engagement and service learning in higher education, implications of John Dewey's philosophy for higher education, philanthropic motivations, and reflective practice for students and faculty. Julie was instrumental in integrating service into the educational culture at IUPUI and supporting civic engagement as a distinct aspect of the campus mission. She began the Office of Service Learning in 1993 and served as the Associate Director of the Center for Service and Learning until 2010. She has consulted with faculty, both domestically and internationally, on designing philanthropic studies curriculum, integrating service into academic study, and assessing civic engagement.



Julie has collaborated on national projects such as the Carnegie Classification for Community Engagement and the Association of American Colleges and Universities rubric development for Civic Engagement. In addition, she has collaborated on many international projects with faculty from China, Egypt, Kenya, Macedonia, Mexico, and South Africa. She has received the first International Association for Research on Service Learning and Community Engagement Dissertation Award and the Indiana Campus Compact Brian Hiltunen Faculty Award for Outstanding Contributions to the Scholarship of Engagement.

## James Huck

James D. Huck, Jr., is an Administrative Assistant Professor and the Graduate Advisor at the Stone Center for Latin American Studies (LAS) at Tulane University. His responsibilities at the Stone Center include teaching core undergraduate LAS courses, advising graduate students, and monitoring and coordinating the LAS curriculum at both the undergraduate and graduate levels. His research interests include contemporary Mexican foreign policy and Inter-American Relations. Huck is also very involved in advancing the service-learning mission of the University, sitting on the Executive Committee of Tulane's Center for Public Service and serving as the faculty contact person for Tulane's Public Service Fellows program. In addition, he teaches service-learning courses and leads faculty seminars on service-learning pedagogy, and is developing a service-learning study abroad program in Costa Rica, which will be launched for the first time this summer. Prior to his work at Tulane, Huck served as the founding Director of the Johnson Center for Latin American Studies at Albright College in Reading, PA. He earned a BS in Foreign Service with a Certificate in Latin American Studies from Georgetown University, and both his MA and PhD in Latin American Studies from Tulane.



## Carolyn Kadel



Carolyn Kadel is Director of International Education at Johnson County Community College (JCCC) in Overland Park, KS. Her responsibilities include the promotion and management of study abroad, faculty exchanges, international grants and curriculum projects, and linkages with academic institutions in other countries. Other roles include Chair of JCCC's International Education Committee, Director of the JCCC Regional Center for the Asian Studies Development Program of the East-West Center and the University of Hawai'i, and Community College Representative on the Gilman Scholarship National Advisory Board. Carolyn initiated JCCC's international service-learning project in Las Pintas, Mexico, which was selected as a Top Ten Best Practice Program by the Higher Education Task Force at the U.S. Summit for Global Citizen Diplomacy in 2010. In addition, she has written and directed a Title VI-A grant for the infusion of content about Islamic Cultures into the JCCC curriculum and brought Islamic scholars from Indonesia

and Egypt to JCCC through the Fulbright Visiting Specialist Program as well as through CIEE and the University of Beirut. She is author of "Service Learning Abroad," in AACC's *International Education in Community Colleges* (Richard Romano, Ed.) and holds a bachelor's degree from Elmira College and a master's degree from Brown University.

## Nicholas V. Longo



Nicholas V. Longo is Director of Global Studies and Associate Professor of Public and Community Service Studies at Providence College. From 2006-2008, he served as the director of the Harry T. Wilks Leadership Institute, an endowed civic leadership center at Miami University in Ohio. He also served as a program officer at the Charles F. Kettering Foundation in the area of civic education, and from 2002-2004 he directed Campus Compact's national youth civic engagement initiative, Raise Your Voice. Nick is author of *Why Community Matters: Connecting Education with Civic Life* (SUNY Press, 2007) and co-editor of *From Command to Community: A New Approach to Leadership Education in Colleges and Universities* (Tufts University Press, Forthcoming). He holds a Masters in Public Affairs from the Humphrey Institute and a PhD in education from the University of Minnesota.

## Benjamin J. Lough



Benjamin Lough is a Postdoctoral Research Associate with the Center for Social Development (CSD) at Washington University's Brown School. His research agenda focuses on the intersection between community development and civic engagement. He is currently studying how international volunteerism contributes to community health and livelihoods, and recently completed field research in Peru, Costa Rica, Kenya, and Uganda. In addition to his work at CSD, Dr. Lough is concurrently working as a consultant for United Nations Volunteers in Bonn, Germany, on the State of the World's Volunteerism Report. Dr. Lough's research also focuses on the unique contributions of international field placements to students and host communities. This past summer he served as a consultant to the Department of Human and Social Services in American Samoa to discuss how students can help build local capacity and strengthen the island's mental health infrastructure. Before beginning his doctoral education, Lough spent over

three years as an international volunteer in different service capacities while living in Ukraine and China. He also worked as a program evaluator for various development NGOs including FINCA International in Eastern Europe and Mayan Tree in Central America. Dr. Lough worked as a clinical therapist in Murray, Utah, for two years and holds an MSW and a BS in sociology from Brigham Young University.



## John Luria

John Luria is the Director of Princeton's Bridge Year Program, which provides a select group of admitted undergraduates with the opportunity to spend nine months of University-sponsored public service abroad prior to beginning their freshman year. An experienced administrator of international programs at both the university and secondary school level, Luria has previously worked with AFS Intercultural Programs, Georgetown University, and the CIEE Study Center in Seville, Spain. He holds a BSBA from Miami University and an MA in Latin American Studies from Georgetown's Edmund A. Walsh School of Foreign Service.



## Amanda Moore McBride

Amanda Moore McBride is an Associate Professor in the George Warren Brown School of Social Work and Research Director for the Center for Social Development at Washington University's Brown School. Dr. McBride studies volunteer civic service, including service learning, national service, and international service. Her research focuses on service program and policy features that promote volunteer inclusion and retention as well as impact on the volunteers, host organizations, and communities. With her international collaborators, she has edited or co-authored two books and two journal issues, and written more than 50 publications. In addition to her research, Dr. McBride leads Washington University's Richard A. Gephardt Institute for Public Service, where she directs and promotes civic engagement and community service initiatives across the University. Dr. McBride earned a BA from Hendrix College, and an MSW and PhD from Washington University in St. Louis.



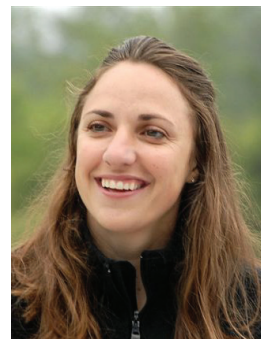
## Eric Mlyn

Eric Mlyn, the inaugural Executive Director of DukeEngage and an Adjunct Associate Professor of Public Policy at Duke University, works to build innovative programs that promote experiential education for undergraduates, and is a firm believer in the power of these types of experiences to transform the lives of undergraduates. Prior to his appointment at Duke, he served for nearly seven years as the first Director of the Robertson Scholars Program, a merit scholarship program at Duke and UNC-Chapel Hill. While teaching Political Science at UNC-Chapel Hill from 1990-1998, Mlyn directed a set of new programs aimed at reinvigorating the undergraduate experience, including the Burch Field Research Seminar Program. He currently leads the Campus Engagement Working Group of the Building Bridges Coalition, a national project of the Brookings Institution aimed at increasing the number of Americans volunteering abroad. Mlyn holds a PhD in Political Science from the University of Minnesota and a BA from Tufts University. He is the author of numerous articles on international relations, and of the book *The State, Society and Limited Nuclear War*.



## Jill Piacitelli

Currently the Executive Director of Break Away, Jill has worked with college students engaged in service-learning and volunteerism for over 13 years. At Break Away, Jill works with students and staff from 150 college campuses who plan and carry out volunteer projects during school breaks. These week-long immersion volunteer projects for communities other than their own have grown to involve over 72,000 students each spring. Previously, Jill has worked on two college campuses coordinating service-learning, encouraging both faculty/staff-driven models of community work and student-led initiatives. She received her degree in Sociology from Brigham Young University, where she worked as a research assistant, particularly in a project involving the steelworkers of a recently closed steel plant, fueled her interest in service-learning and in social movements. She currently lives in Atlanta, Georgia.





## Kevin F. F. Quigley



Kevin F. F. Quigley, PhD, is President and CEO of the National Peace Corps Association, a national membership organization for individuals inspired by the Peace Corps experience, whose mission is to foster peace through service, education, and advocacy. Quigley's overriding interests are mobilizing resources from non-governmental, corporate, and governmental organizations to address pressing global needs, especially through expanding service opportunities at home and abroad. He has held leadership positions in civil society and government, as well as scholarly positions at various research institutions. Among various honors, Quigley has been a Fulbright Senior Specialist in Thailand, Woodrow Wilson Visiting Fellow, Guest Scholar at the Woodrow Wilson International Center for Scholars, Resident Associate at the Carnegie Endowment for International Peace, and a Council on Foreign Relations International Affairs Fellow. In addition to being the author of *For Democracy's Sake*, he has published on

a broad array of international issues here and abroad. He holds a PhD from Georgetown University, a masters in International Affairs from Columbia University, a masters in Anglo-Irish Studies from University College Dublin with First Class Honors, and a bachelors in English with minors in History and Religion with Honors from Swarthmore College, where he is past President of the Alumni Association and a former Member of the Board of Managers.

## Steven Rosenthal



Steve Rosenthal is the Founder and Executive Director of Cross-Cultural Solutions, a widely recognized leader in the field of international volunteering. The organization mobilizes thousands of volunteers each year working in Africa, Asia, Latin America, and eastern Europe, and employs over 300 full-time staff members worldwide. Since 1995, over 25,000 volunteers have contributed more than 2 million hours of service with Cross-Cultural Solutions. Mr. Rosenthal is also the Chairman of the Building Bridges Coalition, a project of the Brookings Institution focused on expanding international volunteer service, improving service quality, and ensuring positive impacts in communities throughout the world. An expert in his field, Mr. Rosenthal has been a consultant for numerous international volunteering organizations and has been invited to speak at the United Nations, the White House, and the U.S. Peace Corps, among others. He is on the executive committee of the International Volunteers Programs Association, and

serves on the advisory boards of More Peace Corps, Atlas Corps, and Global Citizen Year. He co-chairs the National Summit for Global Citizen Diplomacy Task Force on Voluntary International Service, and serves on the Roundtable Consortium for the National Clearinghouse on Disability and Exchange.

## Donald Rubin



Donald Rubin (PhD 1978, University of Minnesota) is Professor Emeritus in the Departments of Speech Communication and Language and Literacy Education and in the Program in Linguistics at the University of Georgia. He is presently an Adjunct Professor at Emory University's Candler School of Theology and a Senior Scientist at UGA's Center for Health and Risk Communication, and serves as Academic Director of UGA's study abroad program in Northern Territory and eastern Queensland, Australia. Rubin's current research projects cross three themes: health literacy, evaluational reactions to non-native speakers of English, and student learning outcomes accruing from study abroad. Rubin has been involved in a number of service-learning projects with an international bent. For the past five years he has led a class in which students majoring in communication studies learn about intercultural communication while working at an Atlanta refugee resettlement agency. He has also taught "dissemination of innovations"

to students developing appropriate technologies in rural Uganda. With internal funding, Rubin directed a project in which intercultural communication students applied lessons learned in a domestic violence "edutainment" project in Kenya to a communication campaign in local Latino communities. His co-edited volume *Health Communication and Faith Communities* is forthcoming from Hampton Press.

## Margaret S. Sherraden

Margaret Sherrard Sherraden is Professor at the University of Missouri in St. Louis's School of Social Work and Research Professor at the Center for Social Development at Washington University's Brown School. Her research, publishing, and teaching focus on domestic and international social policy. Her research on international volunteer service focuses on reciprocity and inclusion. Currently, she is a lead researcher for an international youth savings initiative in four countries in Latin America, Africa, and Asia. Sherraden is lead author of three books on microfinance and community economic development, and is co-editor of a forthcoming book on financial capability. She has lived overseas studying, volunteering, or working in Puerto Rico, Mexico, Spain, and Singapore. Sherraden holds a PhD in sociology from Washington University, an MA in social work from the University of Chicago, and a BA in sociology and Spanish from Beloit College.



## Timothy Stanton

Tim Stanton is Director of Stanford University's Bing Overseas Studies Program in Cape Town, South Africa. The program blends coursework taught by Tim, other Stanford faculty, and colleagues at the University of Cape Town and the University of the Western Cape with daily living, service-learning, and community-based research in Western Cape townships and informal communities. Students are introduced to the people, history, politics, and culture of post-apartheid South Africa by working in partnership with local community leaders, activists, and development professionals. Previously, Tim was Visiting Senior Fellow at the John Gardner Center for Youth and their Communities, a community-based research program in the School of Education at Stanford University. In addition, Tim founded and directed the Scholarly Concentration in Community Health and Public Service at the School of Medicine and helped found and served as Associate Director and Director of the Haas Center for Public Service. As the Engaged Scholar for Campus Compact, Tim has helped organize and coordinate a national U.S. initiative on community engagement and research universities, The Research Universities Civic Engagement Network (TRUCEN). Tim has published numerous articles on service-learning and engaged scholarship, including a book, *Service-Learning: A Movement's Pioneers Reflect on its Origins, Practice, and Future*.



## Rachel Tomas Morgan

Rachel Tomas Morgan is Director for International Service Learning at the University of Notre Dame's Center for Social Concerns and oversees international engagement efforts and justice education programming. Tomas Morgan designed, implemented, and directs the Center's International Summer Service Learning Program. She works with Center colleagues on community-based learning abroad and short-term international seminars, works with faculty interested in developing courses to include international service-learning or community-based learning, and consults on international-related initiatives across the University. She received her graduate degree in systematic theology and has previously worked in the fields of international development and natural disaster assistance, religious studies, and faith-based social outreach. She has written and presented on themes related to international service-learning, civic and political engagement, and theological constructs. She is currently writing a chapter for an upcoming edited volume, *Crossing Boundaries: Tension and Transformation in International Service-Learning*, to be published in 2011 by Stylus Publishing.



## Thomas Winston Morgan



Thomas Winston Morgan, President of the International Partnership for Service-Learning and Leadership (IPSL) in Portland, Oregon, has nearly twenty years' experience in intercultural education and international management for profit-based and non-profit companies and organizations. Thomas has held leadership positions in intercultural educational operations and initiatives for AFS Intercultural Programs, headquartered in New York and AHA Study Abroad/University of Oregon. Thomas has also held director-level positions at international high tech companies like MusicMatch in San Diego, Juno Online Services in New York, and Microsoft Corporation. Thomas' first-hand experience living and working in a variety of intercultural settings has provided him with an understanding of and commitment to service, community involvement, and social justice issues, and to advocate for accessibility in intercultural education. His educational background includes master's and doctoral work in Germanic Languages and Literatures and International Business. He speaks fluent German, Spanish, and French, and is learning Italian and Arabic. Thomas is also an AFS Returnee (Honduras 1980-1981).

## Greg Van Kirk



Greg Van Kirk is an Ashoka Lemelson Fellow and the co-founder of the New Development Solutions Group, whose mission is to design and implement innovative responses to long-standing development challenges. He, co-founder George Glickley, and their team are now focused on expanding the reach of their innovative "MicroConsignment Model" globally. Greg was recently chosen as a select member of both the Ashoka Globalizer and the Ashoka/Siemens Social Business Development Group. He is also a member of the Clinton Global Initiative. Greg began working in rural small business development as a Guatemala Peace Corps volunteer in 2001 and has served as an Economic Development Consultant for organizations such as USAID, Chemonics, Columbia University, VisionSpring, Soros Foundation, Church World Service, OneRoof, Fundación Solar, Fundación Paraguaya, IDB, and Water4People. Greg also works part time as Social Entrepreneur-in-Residence at Columbia University and recently published the article "The MicroConsignment Model: Bridging 'The Last Mile' of Products and Services for the Rural Poor" in *Innovations Journal*. Greg is a graduate of Miami University and currently lives with his family in New York City.

## Adam Weinberg



Adam Weinberg is the President and CEO of World Learning, an international nonprofit organization that runs exchange, education, and development programs in more than 75 countries. With a global network of world-class educators, development specialists and trainers, World Learning programs unlock the potential of people to create a more just, peaceful, and sustainable world. Weinberg has expanded World Learning's network to include nearly 200 programs with participants from more than 140 countries. Prior to World Learning, Weinberg was Vice President and Dean of the college at Colgate University, where he served on the faculty for more than a decade. He gained national prominence for his work increasing civic education in higher education, including development of organizations such as Democracy Matters and The COVE. An advisory board member for the U.S. Center for Citizen Diplomacy and Global Citizen Year, Weinberg also chairs a working group of the Brookings Institution's Building Bridges Coalition and serves as an active member of the Alliance for International Educational and Cultural Exchange. His published works include two books and numerous articles. Weinberg graduated magna cum laude from Bowdoin College and did work at Cambridge University before receiving his master's degree and doctorate from Northwestern University. He lives with his wife and three children in Brattleboro, Vermont.